

My Place Series 2
Grade 4 Overview 2012

Week	Episode Synopsis	Activities	Assessment Links
1	<p>1878 Henry Despite one failed invention after another, young Henry knows in his heart that he's a brilliant inventor. Against the advice of his friend Franklin, Henry conducts his biggest experiment ever... but succeeds only in blowing up the local school house.</p>	<p>Discuss the main events and themes in this episode, and write a short summary together to add to our timeline. Watch the clip "Henry's Life" and discuss what we can see of the school. What do we know about schools in the 1800's? Use selected Google images of schools to illicit discussion of early education in Australia, and make a list of these points on the board. Also use the My Place Teachers Resource Disc Decade Timeline information to find out about the history of Australian education. Ask students to draw comparisons on education in the time of Henry, and our schools today. Using Venn Diagrams (BLM), students record their understandings. In share time, ask students to TPS (Think, Pair Share) their thoughts on this question: "Would you rather be a student in 1878, or in 2012? Why?"</p>	<p>English Personal Learning Interpersonal Learning Values Education History Geography</p>
2	<p>1868 Minna Minna lives with strict German-born parents who privately hope their young daughter's friendship with the well-to-do Owen children will do her some good. Minna's parents have no clue what these kids get up to when they're on their own.</p>	<p>Discuss the main events and themes in this episode and write a short summary together to add to our timeline. Before watching the clip "Making Amends", ask students to brainstorm a list of 'clues' that can tell us how someone is feeling- eg. Facial expressions, tone of voice, body language, movements/gestures. Use examples students remember from this episode to help show these 'clues'. Ask students to pay particular attention to these while they watch the clip. After watching the clip, list the main events of this clip (to help students with the follow up task) in the form of a story ladder (starting with the first event- Mr Wong</p>	

		and Mr Owen arguing- down the bottom of the ladder, leading up to the girls' fathers discussing their misbehaviour). Then ask students to complete their written task, which focuses on the characters' feelings and how these are depicted by the actors (BLM).
3	<p>1858 Ben</p> <p>Ben's one wish is for his wandering American family to be able to celebrate a proper Thanksgiving dinner in their new place with a real roast turkey. But his efforts plunge him into escalating rivalry with a local Chinese boy, Leck.</p>	<p>Write a short summary of this episode together after discussing the main events and themes. Discuss the notion that celebrations are a major part of how different cultures express their values and beliefs, and how food is often a central element of these events. Watch the clip “Cranberry Sauce”, and ask about Ben's desperation in having a turkey for Thanksgiving. Then ask students to think-pair-share these questions: “What foods are important to you and your family at special celebrations? Why?”, “What do you know of other culture's special foods?”</p> <p>Model how to do a Google search to find relevant information about a culture's 'celebration foods', with the aim of finding a recipe and information on when this food is eaten and why. A useful search could be “American holidays and food”, “Greek Easter food”, “Food in Japan” etc.</p> <p>Students in pairs, then decide on a culture to research, and collect information on:</p> <ul style="list-style-type: none"> * the cultural celebration- name, when, why * one special food involved in the celebration, and a recipe for it, including pictures <p>Students may present this as a Word Document, print and display.</p>
4	<p>1848 Johanna</p> <p>Johanna lives with her grandmother, Sarah. Johanna doesn't go to a school. She has a job- every day she pushes a barrow</p>	<p>Write a shared summary of the episode to add to our timeline. Watch the clip “My Father's House”. In this clip Johanna asks a number of people to tell her about her father. Ask students to view the clip carefully to</p>

load of potatoes around the town, delivering them to her grandmother's customers.

find out when Johanna realises the stories are not true, and to think about why every person might tell Johanna a different story. There seems to be a conspiracy between the characters not to tell Johanna the truth. Ask students why they feel that so many people would agree to withhold the truth- Johanna may be young but she is intelligent and she hatches a plan to uncover the truth. Discuss the nature of a lie, and write a shared definition of lying on the board. It may be necessary to discuss the idea of 'truth' and to write a definition for this too. Split the class into 3-4 groups (a teacher to take each little group). Each group is to sit in individual circles around the library. Students will work in pairs within their groups, discussing a scenario card given to them by their teacher. Allow a couple of minutes for students to discuss whether they believe their scenario is an example of a lie, or whether it is NOT a lie. They must decide where to place their card- between these three categories ("Traffic Lights"): "Definitely a LIE", "Not a LIE", or "Not Sure". Pair by pair, students share their scenario cards and place them in their chosen category while explaining their reasoning to everyone. Once all cards have been placed into the categories, discuss the placements, and encourage students to build on or challenge other's placements. Encourage students to use the 'Because' Tool, and to give examples to help clarify their thoughts. Scenario cards may be moved if students' reasoning/justifications persuade the pair who originally placed the cards. To finish off the session, come back together as a whole group, and discuss the question "Is it ever ok to lie?" Raise positives that came from the discussions- did students explain their thoughts using the 'Because'

		Tool? Were relevant examples used? See attached lesson plan.
5	<p>1838 Davey</p> <p>When Davey, working as a stable boy for the powerful Owen family, learns that his favourite horse is to be sold to the local tannery, he puts everything on the line to save her.</p>	<p>Write a shared summary of the episode to add to our timeline, discussing students' thoughts about the main events. Watch the clip “The Bush ranger”, and then encourage students to share what they know about bush rangers- list on the board. Display and navigate this website on the plasma screen, http://www.nedkellysworld.com.au/bushrangers/bushrangers_index.htm</p> <p>On each table, provide a selection of information sheets on Australian bush rangers (printed from the above website, a set for each of the three ability groups). Students are to research a bush ranger using these sheets, and present their learning using either a 'describing wheel' or a 'fish-bone' BLM (also provided on tables). In share time, students can share their research with a partner.</p>
6	<p>1828 Alice</p> <p>When Alice's father declares a half-day picnic, Alice and George propose a pig race as part of the entertainment.</p>	<p>Discuss students' thoughts on the episode and write a short summary to add to our timeline. Watch the clip “Pig Forgery” and discuss students' thoughts on whether the behaviour of Alice, Fred and George could be seen as criminal. Use the scenarios: “Freddie forged a British bank note.” “Freddie and Alice painted a pig in order to swap it for another, to win a race.” “Alice took George's pig and replaced it with a painted pig.” Ask students to share their opinions and justify their thoughts- TPS.</p> <p>Introduce the 3 tasks that students may complete (ability based, class teacher will allocate tasks):</p> <ol style="list-style-type: none"> 1. Create a Story Ladder of the events from this clip, starting with the initial scene down the bottom of the

		<p>ladder and working the way up the ladder to the closing scene in the top-most box (BLM)</p> <p>2. Design and produce a 'Wanted' poster for Freddie the forger. Draw an image of the felon and write a description of his crimes (on provided A4 paper)</p> <p>3. Students use the site http://members.iinet.net.au/~perthdps/convicts/stories.html to complete case studies of two convicts sent to Australia (BLM, and teacher to provide the website). In share time, students partner up with someone who completed a different task, share their work and also discuss the challenging aspects in completing their tasks.</p>	
7	<p>1818 Charles Charles and his older brother John are both expected to work on their parent's farm. Charles loves it but John shirks work at every turn. Both boys will soon be sent to England to learn how to become refined young gentlemen.</p>	<p>Discuss the episode and write a shared summary of the main themes/events to add to our timeline. Watch the clip “The Convict”. As a class, discuss the development of the relationship between Charles and Liam. Ask students to identify the similarities and differences between the two characters. Would they help a convict like Charles did? Why? Why not? Introduce the three tasks, and explain that students must work on a task they did not complete last week (ability based):</p> <p>1. Design and produce a 'Wanted' poster for Liam, the escaped convict. Draw a picture of Liam and write a description of his crime, ensuring there is a reward</p> <p>2. Write a letter as Liam to Charles, imagining that two years have passed since you left the farm .In the letter, thank Charles for his assistance and inform him of your life since you parted company. Focus on the friendship you formed and your shared dream of both becoming your 'own man'.</p> <p>3. Students use this site http://members.iinet.net.au/~perthdps/convicts/stories.html</p>	

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8	<p>1808 Sarah Sarah, although still a child, works as a servant for the cold and demanding Mrs. Owen. As if being bossed around by the lady of the house isn't bad enough, Sarah has to deal with that woman's sly and sickly daughter, Alice.</p>	<p>Share our thoughts on the episode and write a short summary to add to our timeline. Watch the clip “Seashells”, and discuss the two main characters- Sarah and Alice. Discuss their differences and similarities. How would we describe Sarah? How would we describe Alice? Ensure to list the describing words used on the board for student reference. How do they become friends? Introduce the tasks which students can choose between:</p> <ol style="list-style-type: none"> 1. Create a storyboard of an extra scene in which the reason why Sarah and Alice become friends becomes clearer. Storyboards should include setting and actions, and dialogue between the two characters which reveals why both girls change their attitude to each other 2. Write a poem- couplet, haiku or a shape- about the two main characters, Sarah and Alice. Encourage students to think about the list of characteristics made at the start of the session, and perhaps use these ideas in their poetry. <p>Before students go to their tables, share examples of the different poem types they can choose from, to help highlight their important features- number of lines, rhyming aspects etc.</p>
9	<p>1798 Sam Sam is a child convict, arrested in London for stealing a jacket. Now, having lived his</p>	<p>Discuss our thoughts on this episode, and write a short summary to add to our timeline. Discuss what Mr Owen says to Sam to frighten him off the Indigenous</p>

	<p>whole life in towns and cities, he's sent to an isolated farm on the edge of the bush.</p>	<p>Australians. Why would white settlers have been frightened of the Indigenous people? How did Sam react upon seeing the Indigenous boy for the first time? Does his behaviour change? Discuss our focus for the session will involve discovering how film makers create emotion, fear in this case, using the camera and sound. Watch the scenes where Sam is attempting to hoe the land. Discuss the camera angles, sound/music used to create fear. Students fill in the BLM, thinking about the techniques used to create fear in an audience.</p>
10	<p>1788 Waruwi Waruwi is an Aboriginal girl looking after her Nana while the rest of her extended family is away from camp. It's just for a day but what a day it turns out to be.</p>	<p>Share our thoughts on this episode, and write a short summary to add to our timeline. Read through and discuss the historical information on the Teachers' Resource disc, focusing on Indigenous People and the colonization of Australia. Watch the clip "The Little Drummer Boy". How do we think Waruwi is feeling when she sees the group of soldiers? Why do we think this? Read through the song lyrics (BLM) and discuss the unknown expressions/vocabulary. Students then work independently on the written task, analysing the song lyrics.</p>
11	<p>1788 Dan Dan is on his second patrol to the Botany Bay area when he's asked to capture a local dog (a dingo) to take back to the colony's governor. The only trouble is, the dog in question belongs to Waruwi, the girl Dan befriended last time he was in the area.</p>	<p>Share our thoughts on the episode and write a short summary to add to our timeline. View the clip and ask students to concentrate on the conversation between Dan and Lieutenant Roberts, in which Dan defends himself and explains why he gave the dog back to Waruwi. Draw students' attention to Dan's line, 'I didn't steal the dog, I returned it to its owner.' Conduct a class discussion about the different attitudes Lieutenant Roberts and Dan have towards Indigenous peoples. Draw students' attention to when Dan states that the puppy is 'a gift from the natives, a friendly</p>

		<p>gift, so we are keeping the governor's will'. Ask students how they think Dan may be feeling at this moment. In pairs, students are to role-play the conversation they think Dan and Goodwin have on their way back to camp. The conversation could reveal Dan's vindication for escaping punishment and upholding the governor's orders. Goodwin, being older, could reflect on his own attitudes and perceptions about Indigenous peoples or could advise Dan on the lesson which was learnt and how to avoid trouble next time.</p>
12	<p>Before Time Bunda Bunda has a problem. His older brother Garadi acts like Bunda doesn't exist. Will they ever learn how to stop teasing each other and become friends as well as brothers?</p>	<p>Discuss the episode and write a summary to add to our timeline. As a class, view the clip "Fishing". Split the classes into 3 groups, with classroom teachers to take a group each, and discuss these points:</p> <ul style="list-style-type: none"> -What materials were their shelters made from? -What form of transport did Indigenous people use? -Where did they get their food? -What energy sources did they use? -Where did they get their water from for drinking and bathing? <p>In these groups have students discuss the environmental impact of each of these actions in terms of sustainability and biodiversity. In partners, students then design a house with sustainable energy sources and inventive construction to make the most of natural resources such as sunlight, water and air (if a house is built upon stilts, the air traveling under the house helps to keep the indoors cool in summer)</p>
13	<p>Before Time Barangaroo Barangaroo's world would be perfect if only Mani, the biggest boy in her group of friends, would stop trying to be number</p>	<p>Discuss the episode and write a shared summary to add to our timeline. Visit the ABC3 <i>My Place</i> website (www.abc.net.au/abc3/myplace) and explore the different types of dwellings for a couple of the</p>

	<p>one. Deep down Mani knows she's better than he is. That's why he keeps shutting her out from important adventures- to make himself look good.</p>	<p>decades in this series- click on some of the glowing household items to read about their invention/use. Introduce students to the games section, and discuss and play "Time Detective", where players must look at a photograph and decide which year it was taken. Students can explore these two areas with a partner using the CCM laptops.</p>	
14	Celebrating My Place Series 2	<p>Revisit the ABC3 <i>My Place</i> website (www.abc.net.au/abc3/myplace) again, this time allowing students to explore other games and the decades they are interested in.</p>	